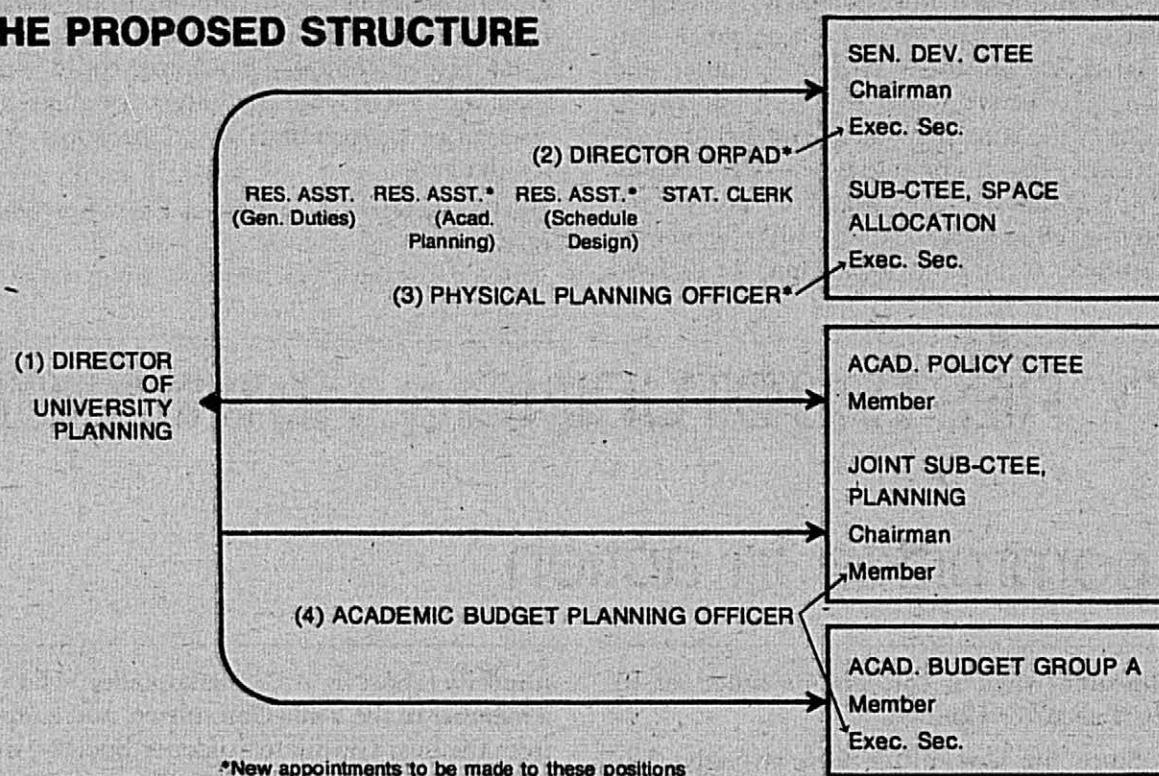




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UNIVERSITY RE-ORGANIZES PLANNING

THE PROPOSED STRUCTURE



The joint meetings of the Academic Policy Committee and the Senate Committee on Development have given rise to a proposal for re-organizing the central administration of the university with respect to planning. Three particular goals for this reorganization can be specified:

- The need to link more closely physical and academic planning;
- The need to establish academic priorities comparable to those that have been established for physical resources by the Senate Development Committee;
- The need to relate the annual academic budgets of faculties and departments more to long-term academic objectives.

The planning structure will be under the overall direction of the Vice-Principal (Academic), with the new post of Director of University Planning established to coordinate the various aspects of the planning process.

(1) Director of University Planning:

Responsible to Vice-Principal (Academic) for planning, both academic and physical.

Chairman, Senate Development Committee and (pro-tem) Sub-Committee on Space Allocation.

Member, Academic Policy Committee and Chairman, Joint Committee on Academic Planning.

Member (pro-tem), Vice-Principals' Advisory Group.

Member, Academic Budget Group (A).

(2) Director, Office of Research for Planning and Development (ORPAD):

Responsible to Director of University Planning for building up and maintaining a base of contemporary and historical data concerning the university.

Member (possibly Executive Secretary), Senate Development Committee.

(3) Physical Planning Officer:

Responsible to Director of University Planning for setting up and maintaining a system for the updating and retrieval of information from the inventory of university space. He will be the person in the university most knowledgeable in the use of space, space standards etc., and will assist internally in space planning as well as representing the university on any inter-university committee on space. He will serve as the Executive Secretary of the Space Allocation Committee. From his knowledge of changes in space use, newly acquired proper-

ties, and new academic programs requiring space, he will be responsible for coordinating the items that form the Capital Budget. He will assist the Director of Finance in drawing up this Capital Budget and probably accompany the senior McGill delegate to the Capital Budget discussion in Quebec. (Once the Capital Budget expenditures have been approved, the Director of Finance will be responsible for following up their implementation.)

Executive Secretary, Space Allocation Committee.

(4) Academic Budget Planning Officer:

Responsible to Director of University Planning. He should prepare analyses of academic budgets* for Academic Budget Group (A). In general, he will act as the principal "resource person" for the Academic Budget Group, and will evolve criteria for assessing budget changes, with the help and cooperation of the resources of ORPAD and the financial offices. He will be a member of the Joint Academic Planning Sub-Committee and supply that Sub-Committee with budgetary implications of proposed academic changes.

(Once a budget is established through the channels of Groups A, B and C, it is understood that the Director of Finance retains responsibility for the administration of the budget.)

Executive Secretary, Academic Budget Group (A).

Member, Joint Sub-Committee on Academic Planning.

Note: Research Assistant (Schedule Design): The university faces an immediate problem in setting up a new class schedule for 1970-71 when the Faculty of Education moves to the Montreal campus. The past pattern of making incremental changes in the schedule of the previous year will no longer be workable if Education is to share in a fair distribution of hours and rooms. It is thus necessary to design a new class schedule, and this should begin as soon as possible. There is no one at present in the university both competent and with sufficient time (0.5 man-yrs) to study various class scheduling systems and design one for McGill. Thus we show a Research Assistant (Schedule Design) position under the Director of ORPAD. This man might well carry on to implement the new Schedule in 1970-71 as University Timetable Coordinator. In the longer term, it would be logical for the Physical

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HALF AN EDUCATION?

Guest Editorial by Wayne Hall

When Archibald Lampman walked the streets of Ottawa at the turn of the century, he complained that he met no one but smart lawyers, able businessmen, and competent physicians. He recognized both the pretention and the meagreness of education.

Young people today are critical of education in much the same way. They often find it irrelevant, unnecessarily authoritarian, narrow in its specialization, and hedged in with make-work assignments and examinations of questionable validity. Of course, they frequently generalize from a few instances and they do not always give credit for the considerable change which has already occurred in teaching procedures. In spite of this, there can be no excuse for education which is not meaningful, stimulating, and constructive.

Is it only a cliché to suggest that education is concerned with character and culture as well as with the hands and the mind? A well-trained athlete loses to his competitor by a margin in temperament. An efficient businessman fails through his relations with employees or customers. The difference between a good and a great musician is often a measure of personali-

ty. A promising politician may be defeated because of social ineptitude, and a zealous teacher may drive children from study by a lack of consideration. The able and the competent may well be failures in education.

Much of what students eventually carry away from class is almost indistinguishable from the quality of the instructor both as a scholar and as a person. The professor is seen by his students as the product of the education which he is selling, and their attitude to the subject and to adults may be coloured by their appraisal of him as a man. He serves as more than a guide through the syllabus and the texts of the course. He is a vital synthesist, helping his students to move from facts to discoveries, from fumbling to expertness, from discouragement and defeat to persistence and success.

Yet in a very real sense, each person is self-educated; no one can learn for another and no one can force another to live by borrowed insight. The student today, more than ever before, asks that his potential be recognised and his full ability be engaged. This is why the content of education must have significance for the student at the time of learning, the method

of presentation must elicit response, and the atmosphere of the classroom and the seminar must give evidence of the collaboration which makes education possible. It is a shared effort in which the professor is only a senior partner.

Universities owe it to society to encourage experimentation in methods of teaching as vigorously as they uphold standards in research. They must also continue to seek out instructors of character who are sensitive to the real needs of the young people. The goal should be—effective rather than merely efficient teaching and learning—teaching which acknowledges its role in the development of people and learning which spills over from the content of courses to the concerns of living.

Let us produce more than smart lawyers, able businessmen, and competent physicians. If we cannot do so, correspondence courses or a battery of teaching machines could easily replace much of what the university offers, and apprentice programmes could be substituted for the rest.

Dr. Hall is Dean of the McGill Faculty of Education.

GRADUATE FACULTY RESTRUCTURING a case study of the academic policy committee in action

by HARRY E. THOMAS
and JOCELYNE DROUIN

The future of the Faculty of Graduate Studies and Research has been under consideration for about four years. On April 5, 1968 the Committee on the Structure, Function, and Future of the Faculty of Graduate Studies and Research (under the chairmanship of Professor Leo Yaffe) delivered to Senate its report on re-structuring.

The report put forth nine specific recommendations as follows:

1. The Faculty, headed by a Dean, Vice-Dean, and Associate Deans, should be comprised of all those engaged in graduate teaching and research.
2. The Faculty should be divided into four groups, viz. Humanities, Social Sciences, Biological Sciences, and Physical Sciences.
3. Each group should have a professional section to concern itself with those aspects of professional graduate education relevant to the group.
4. The professional sections should meet together regularly as the Professional Assembly of the Faculty, presided over by the Vice-Dean of the Faculty.
5. The Vice-Dean of the Faculty should be a member of Senate.
6. The Executive of the Faculty should be a Council, whose composition and functions are described herein.
7. Senate should discharge the Committee on

Research when it consigns its functions to the Executive Council.

8. Since the Committee feels strongly that the Dean of the Faculty of Graduate Studies and Research should be a leader of the academic community, and not be overburdened with unnecessary administrative problems, recommendations are made regarding the budgetary disposition of some of the entities for which he is now responsible.

9. The Dean should be a member of all major budgetary committees in the University, as well as an ex officio member of all Faculties.

Senate didn't get around to dealing with the report until January 22, 1969, at which time it adopted the following motion:

Recognizing that many divergent proposals and opinions have been brought forward since the Yaffe report was presented to Senate, and that Senate as a whole would have great difficulty in evaluating the merits or demerits of the various proposals, the Committee recommends that the question now be referred to the Committee on Academic Policy as a matter for immediate attention, with that Committee asked to study all the proposals and present a recommendation to Senate.

The Academic Policy Committee held a special meeting on February 20, 1969 to consider the reports on the future of the Graduate Faculty, and the authors of these reports (including a

minority report by A. Asimakopoulos, who was a member of the Yaffe Committee, and a report from the Post-Graduate Students' Society) were invited to attend and act as resource people in answering the questions of the Committee. Also, Professor Dalbir Bindra, who had been asked by Senate to summarize the various reports on the matter for the benefit of Senators, was invited to participate in the Committee's deliberations. The Committee at this February meeting agreed that there should be a Graduate Faculty, and some of the questions raised by Professor Bindra were discussed.

One of these questions was, who should belong to the Graduate Faculty?

The Committee concluded that a member of the Graduate Faculty should be defined as "Every regular member of staff who is not himself a graduate student and who is now actively engaged in the instruction of graduate students shall be a member of Graduate Faculty. Others who are doing research but do not fall in the previous category, and staff members who are appointed after the introduction of the new Faculty, may become members through application to the Council of the Faculty. Direction of graduate students would normally be done only by members of Faculty. The participation of a limited number of qualified specialists, not members of Faculty, in these activities is recognized as appropriate but all arrangements would be under the authority of Council."

The Committee further agreed that the fol-

lowing sentence be incorporated into the above statement not as a formal constitutional item, but rather as an item in the mandate of the Council: "A review of existing procedures within the new structure should be given high priority by the Council."

Another question was, should the Faculty be divided into groups according to the academic interests of the members? The Committee decided that the Faculty should not be divided into formal groups. In order to provide a wider forum for detailed discussion of proposals arising in specific departments and other academic segments, however, meetings of broad interest-area groupings were envisaged: "that the Dean would convene and preside over meetings of area-groupings to deal with problems or proposals which the Dean, the Graduate Council, the Executive Committee, or any 15 members of the Graduate Faculty consider to have implications which might be more usefully examined in a wider forum than that provided by a Division or a particular professional faculty."

On February 27, 1969, a motion from Professors Donald Theall and Miles Wisenthal with respect to the groups and the composition of the Graduate Council was received.

Later, a subcommittee consisting of Professors Theall, Yates, Wisenthal, and the new dean of the Graduate Faculty, Dr. Bell, was set up to discuss a representation formula for the Graduate Council. On June 19 Professor Yates presented a paper called "Supplementary Notes on Proposed Graduate Council." This modified report, outlined in part as follows, was

approved by the Academic Policy Committee on June 26.

The representation on the Graduate Council is to be based on an index of activity of each department, or equivalent academic unit, based on its output of graduates with higher degrees over the past three years. The representation, however, is not to be directly proportional to this output, but is to give the smaller and growing departments a larger representation and the very large and well-established departments a somewhat smaller representation.

No departments will be without representation.

The number of members of the initial Graduate Council will be set at approximately 190, so that after allowance for ex officio members and adjustments to the membership, the total will be slightly over 200.

At its October 9 meeting the Academic Policy Committee succeeded in clearing away the remaining items of discussion pertaining to the re-structuring of the Graduate Faculty. These dealt mainly with the composition of the Faculty, the Graduate Council, and the Executive Committee.

With regard to the Graduate Council, the Committee approved a motion "that members of the Council should be from academic units and should be elected for a term of three years, with roughly one-third of the Council coming up for election every year." This proposal is identical to the recommendation made by the Yaffe Committee with respect to rotation of membership.

It was also decided that members of the Council could serve for more than one term and that the method of election should be worked out by the Graduate Council itself.

The Committee also decided that the Executive Committee be elected by the Graduate Council, and that it consist of ten elected members, with the Dean, the Secretary of the Faculty, and the Associate Deans as ex officio members, and that each member serve for a one-year term.

The matter of student membership was brought up by Professor Dan Aronson who moved that a supplementary note be added to the Committee's report to Senate, that the new Graduate Faculty through its Council consider the matter of student representation on the Council as a matter of high priority. This was also carried.

As to the conclusion of the Committee's detailed and exhaustive consideration of the re-structuring of the Graduate Faculty, it was decided that Dean Bell be urged to begin immediately the preliminary work towards reorganization of the Faculty along the lines worked out by the Committee. Vice-Principal Michael Oliver and Dean Bell were empowered to draft the Committee's report to go before Senate.

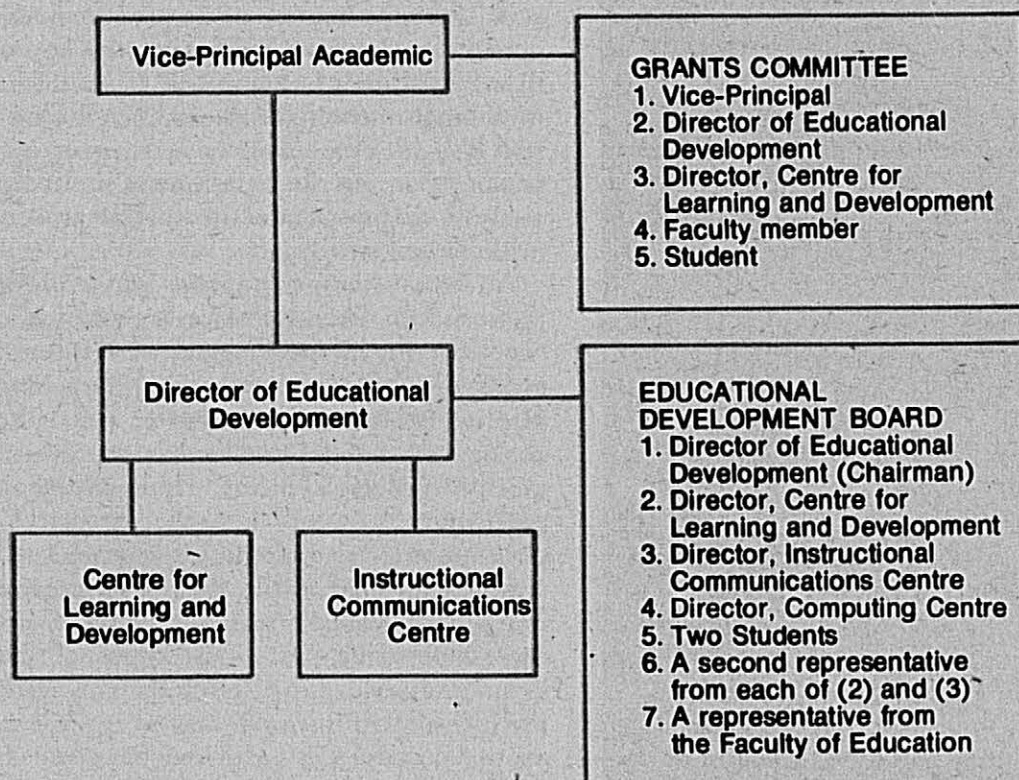
Note: A further report on the October 9 meeting of the Academic Policy Committee, which dealt with other important matters, will appear in a coming *McGill Reporter*.

EDUCATION DEVELOPMENT

A report from the Office of
the Vice-Principal (Academic)

by G.C.B. CAVE

PROPOSED ADMINISTRATIVE STRUCTURE AND FUNCTIONS



*Processing of Applications for Grants from the Education Development Fund**

(1) Grants from the Educational Development Fund for experiments in teaching and learning may be applied for by any member of the academic community. Preference will be given

to experiments which are designed to improve learning in large undergraduate classes, and which are most likely to have application to more than one course or discipline.

(2) A grant awarded for a prescribed project may not come under the jurisdiction of the Grants Committee, but it is hoped that the

Board will have the opportunity to study these projects, in order to: (a) help prevent unnecessary duplication of experiments; (b) ensure that all relevant resources available in the University will be used for the project.

(3) All applications are to be submitted by the applicant directly to the Director of the Centre for Learning and Development, with a copy simultaneously being sent to the Director of Educational Development.

(4) Receipt of an application by the Centre for Learning and Development is to be acknowledged promptly in writing. The probability of a decision being reached by the Grants Committee, on or before the date requested in the application, may be discussed verbally between the applicant and the Centre.

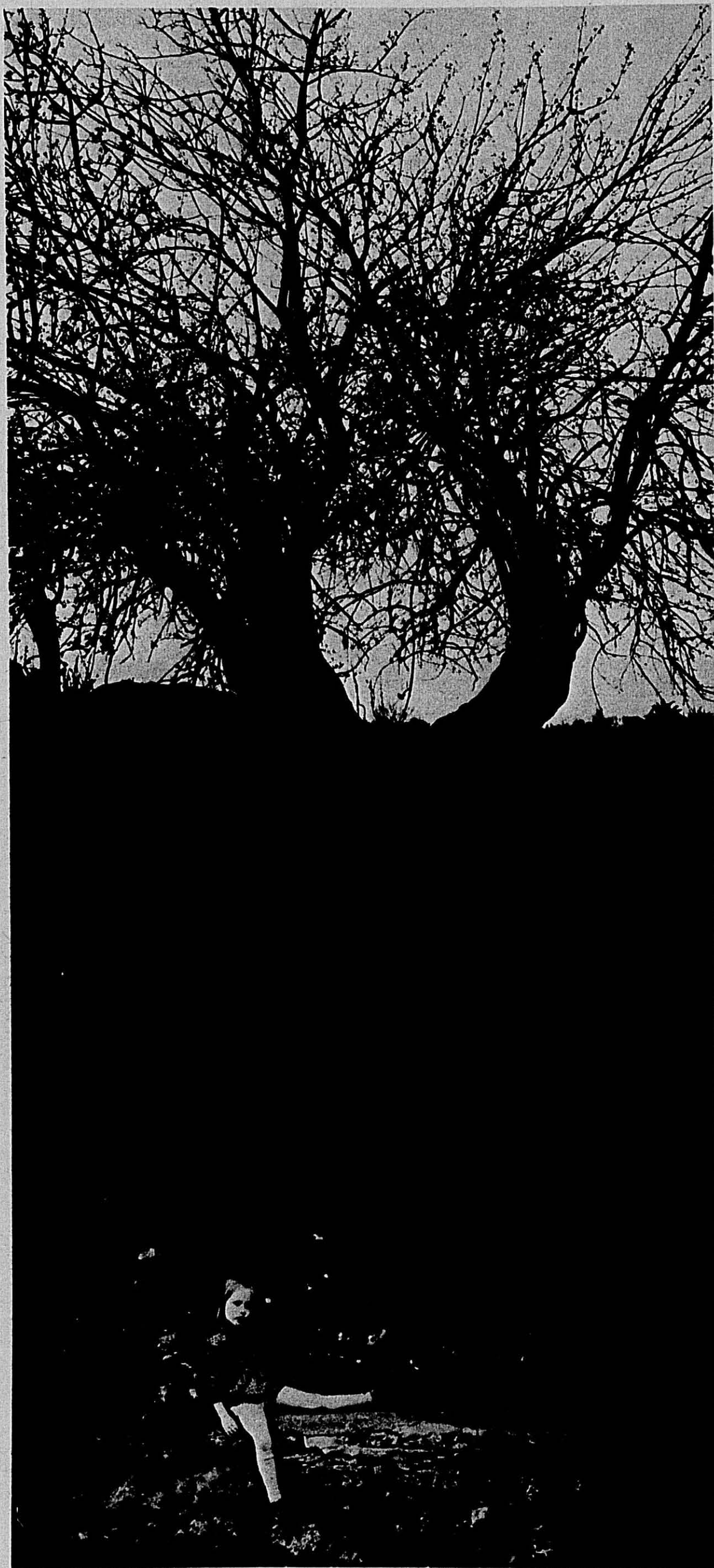
(5) All applications are automatically to be evaluated by the Centre for Learning and Development. Where advisable, relevant members of the Educational Development Board and others will be consulted by the Centre.

(6) The Director of Educational Development is to send promptly a copy of every application to each member of the Board.

(7) It is a responsibility of the individual members of the Board to examine each application, in order to consider: (a) its feasibility—financial or otherwise—insofar as the role in it of his organization is concerned; (b) the ways in which his organization can contribute

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*The Educational Development Fund at present consists of \$100,000 assigned by the University for experiments in teaching and learning.



HUMAN ECOLOGY: an introduction (part I)

by ERIC WADDELL

Professor Waddell's article was originally presented to the McGill Faculty Human Ecology Seminar on October 6. It will appear in somewhat of an abridged form in the *McGill Reporter* in two parts. Part I defines ecology in the contexts of geography and anthropology. Part II will deal with the substance of ecological enquiry in the two disciplines.

There is no doubt that ecology has "arrived." The word has entered common usage: topics like conservation and air pollution are frequently raised in the mass media, while among social scientists only sociologists seem disdainful of this holistic, and essentially dynamic, approach to man and milieu. Yet even the sociologists have not always spurned ecological analysis, for during the 1920s and 1930s, a very productive and influential "urban ecology" tradition was developed largely by the "Chicago School" of Park, Burgess, McKenzie, *et al.*¹ Perhaps because of its premature development in a less quantitative era, this approach to urban studies lost impetus, to be taken up in a much more rigorous manner during the past decade or so, largely by urban geographers seeking to apply the technique of multivariate analysis to investigate the spatial aspects of urban social structure.

At least some geographers and anthropologists ascribe a central place to ecological concepts in the methodological and theoretical evolution of their respective disciplines. Marvin Harris (1968:687), for instance, sees cultural ecology as the end product in the evolution of anthropological theory. He claims that its particular approach has the capacity "to generate major explanatory hypotheses which can be subjected to the tests of ethnographic and archaeological research, modified if necessary, and made part of a corpus of theory equally capable of explaining the most generalised features of universal history and the most exotic specialties of particular cultures." In a similarly expansive vein both Eyre and Jones (1966), on the one hand, and Stoddard (1965), on the other, claim ecology as the panacea for that peculiarly geographic malaise of a perennial quest for both a distinctive *focus* and *method*. Yet, each views the particular contribution of ecology in a radically different way. To Eyre

1. See, for example, Park, Burgess and McKenzie, 1925.

and Jones, the adoption of such a prestigious scientific method is seen as designed to satisfy the geographer's self-image of his role as an integrator, and to cancel the centrifugal forces operative within university Geography departments. Stoddart, on the other hand, in firmly denying such an integrative function, directs attention specifically to the concept of the ecosystem, a concept which requires *explicit* elucidation of the structure and function of a community and its environment. For the purpose of geography such a concept is of enormous analytical value, particularly when contrasted with its effective predecessor, "the region and its spirit," which has defied rational analysis.²

Vayda and Rappaport (1968) are two of the few anthropologists who seek, explicitly, to proceed beyond a narrow disciplinary framework towards "a unified science of ecology." Yet even they envisage such a step as being in the interests of anthropology in that, by considering behaviour as but one aspect of ecology, more powerful explanations are likely to be achieved of what anthropologists consider as properly the core of their discipline—the analysis of culture, viz.:

It would seem then that a unified science of ecology has definite contributions to make towards the realization of anthropological goals and does not entail any appreciable sacrifice of traditional anthropological interests. It may however, entail a somewhat different sacrifice, of a science of culture, a notion that Leslie White (1949) and others have vigorously defended. But to give this up may be a sacrifice well worth making, for it may make possible generalizations of much broader scope and applicability than have so far been achieved by anthropologists. (Vayda and Rappaport, 1968:497)

Among geographers, a number of those concerned with agrarian studies, as well as some biogeographers, would probably subscribe to similar sorts of views in foreseeing the enormous theoretical advances likely to flow from the union of economics and ecology within the framework of the ecosystem. In essence, such a union means the application of techniques of general systems analysis to ecological situations. Brookfield (1968a), Simmons (1966), and Stoddart (op. cit.) have all made programmatic statements to this effect, while the first has completed at least one partly successful study conceived with such a framework.³ At one level all identify the benefits likely to flow to geography from such developments, particularly in slaying the "integrative" and "a real differentiation" dragons and re-orienting attention explicitly to the analysis of structure, function, and therefore economy, of systems...

The emergence of human ecology within social science can be seen as a logical reaction to the possibilist-determinist controversies that raged earlier in this century in the sense of their being rationalised out to the notion of reciprocal relationship or, as Sahlins (1968 : 367) has indicated, "a dialogue" between cultures and their environments.

Its antecedents are lengthy. As early as 1923 Barrows laid a claim for "geography as human ecology," while the "Chicago school" of urban ecologists has its roots in Park's 1916 article. But such developments were largely premature in that appropriate techniques for the analysis of ecosystems were not available at the time. More important in the case of geography was the fact that the discipline nurtured Ellsworth Huntington, the doyen of determinists. The extreme reaction to his views led to the wide-

spread espousal of possibilism, a framework which was by definition incapable of generating hypothesis or theory. In practice, research assumed a primarily chorographic orientation within the framework of the "regional concept." The latter concept itself defied rational analysis and, with the stress on a dour empiricism, few workers proceeded beyond the somewhat cautious stage of classification and the discovery of broad areal correlations (wherein causal connections were merely assumed). Intellectual activity was directed primarily to "the long-standing and fruitless dispute whether the subject is concerned with man-land relationships, with man's effect on nature, or with the 'areal differentiation' of phenomena on the earth's surface" (Brookfield, 1968 : 414). Such a state of affairs had a crippling effect on the development of the discipline. It was only at the beginning of this decade that it began to emerge from the wilderness of self-imposed isolation "from virtually every major development in the field of scientific thought since 1859" (Stoddart, 1965:242).

Anthropology suffered less from the controversy. While naive deterministic reasoning persisted longer, a primary concern in the first half of this century with "cultures" rather than "populations" (of organisms), and the development of the notion of culture as being something *sui generis*, tended to isolate the mainstream of the discipline from issues dealing with the relationships between man and his milieu. Some anthropologists did, of course, seek to explain various culture traits in terms of environmental variables, but they quickly found that the establishment of spatial correspondences did not readily lead to the identification of causal connections.

The characteristic micro-scale of anthropological enquiry (typically, the closed corporate community) provided a much more appropriate framework than "the region" for an interested observer to focus on local cultural adaptations in a fairly rigorous manner, to identify major environmental correspondences at that level, and to generalise on the basis of these. It was such field studies that inspired Julian Steward to provide the first major contribution to ecological theory.⁴ He sought to establish linkages between environment and subsistence activities, and exploitative technology and social organisation in the context of a "cultural core" and of "significant" environmental features. Without a doubt his work, coupled with the obvious advantages inherent in the anthropological tradition of local studies, generated important ecological monographs (admittedly of a qualitative nature), somewhat earlier among anthropologists than geographers. The most important single studies are probably Conklin (1957) and Geertz (1963).

During the same period geographers were, of course, active in the field of empirical research among non-Western societies, but the one sustaining and influential tradition during the 1920s to 1950s was that of the "Berkeley school," led by Carl Sauer. While Sauer himself influenced the thinking of such ecologically-oriented anthropologists as Conklin, Kroeber, and Steward, he diverted his own colleagues' attention primarily to the investigation of "cultural landscapes." These he described as "the geographic area in its final meaning.... Its forms are all the works of man that characterise the landscape.... The cultural landscape is fa-

shioned out of a natural landscape by a culture group. Culture is the agent, the natural area is the medium, the cultural landscape is the result" (Sauer, 1925 : 46). The individual studies, mostly published in the journal *Ibero-Americana*, and largely concerned with the reconstruction of historical landscapes, were invariably extremely scholarly. But, from an ecological point of view, they were orientated more towards description than the elucidation of functional processes. They assumed a unilineal relationship of the impact of men on an environment, and emphasised differentiation over space and time. Most important, however, they tended to restrict "the search for explanation... so as to exclude the varieties of human behaviour and social organization" (Brookfield, 1964 : 287). The "inner workings of culture" were not considered to be relevant to the geographers' concern with man and milieu.

Inevitably, such an intellectual framework was not conducive to the elaboration of general theory, nor even to a penetrating investigation of processes. There were, exceptions to this geographical syndrome, and the work of Aschmann (1959) may be cited in particular. Such was the state of affairs in the 1950s, when a series of developments—some unique to either anthropology or geography and some common to both initiated the swing to a much more comprehensive, yet rigorous, biological and quantitative approach to human ecological studies.

The two general developments which can be considered to have, on the one hand, increased the social scientists' "appreciation" of ecological analysis, and on the other, provided the techniques for much more powerful analysis of ecosystems were, firstly, the renewed interest of animal ecologists in behaviour, and, secondly the development of general systems theory.

The increasing awareness of behavior as an essential component of effective adaptation among non-human populations inevitably drew the attention of anthropologists to the possibility of considering human populations in similar terms. It enabled them to treat "culture" as a functionally integral part of an ecosystem, so permitting them to proceed beyond the conceptual limitations posed by Steward's abstraction of it from the ecosystem, on the grounds of it being a "super-organic factor" (Steward, 1955: 31). More important, perhaps, such a development provided major grounds for justifying the increasing dissatisfaction then being felt for White's (1949) particular conception of culture. It is this appeal for the integration of human behaviour with ecological studies, leading to the establishment of "a unified science of ecology," that is at the core of Vayda and Rappaport's (1968) recent programmatic statement.

Yet such a conceptual advance could not have greatly stimulated further development of human ecological research had it not coincided with major innovations in the techniques of analysis of ecosystems. The ecosystem concept itself underwent theoretical development during the 1950s, with various studies carried out by plant and animal ecologists that

2. For a detailed treatment of many of the issues raised here, see Brookfield (1964a), Mikesell (1967) and Vayda and Rappaport (1968).

3. Brookfield (1968b) deals with consequences of the innovation of commercial coffee production among a group of New Guinea highlanders.

4. Summarised in Steward (1965).

were designed to give increasing clarity to it. Odum's (1953) text was at once a reflection of, and a stimulus to, such developments. More important, general systems theory itself underwent major advances. The development of open system thermodynamics made possible the explicit application of general system concepts and methods to ecosystems. Because ecosystems are open systems which possess the attributes of general systems, only at this point did it become possible to subject them to precise mathematical structuring within a theoretical framework.

Only now are these major innovations being applied to research situations. The most successful, and significant, piece of work to date is Rappaport's (1967) intensive study of a group of New Guinea highlands agriculturalists. Reference will be made to this study later, but briefly, Rappaport seeks to quantify the trophic exchanges between a human population and other organisms sharing its habitat, using the language of general systems analysis to identify the regulative mechanisms within the ecosystem. In addition, there are a number of smaller studies, by both geographers and anthropologists, focussing on the choice of strategies in "outwitting" an environment. These include Davenport's (1960) study of Jamaican fishermen, and Gould's (1963) of agricultural and livestock possibilities in Ghana.

Ecologically-oriented geographers were exposed to these influences in a slightly different way from the anthropologists. Interest in general systems analysis was stimulated by a broadly-based swing towards quantification and emphasis on model-building, culminating in the publication of a seminal work, *Models in Geography* (ed. Richard J. Chorley and Peter Haggett, 1967). A widespread disdain for "culture" was mastered through the concern of a number of Chicago-trained geographers⁵ with the perception of environmental hazards, and an evolution of interest among a "British school" from a traditional concern with land use to an involvement in land-holding arrangements, and therefore the manipulation of resources over space and time. Such interest inevitably demanded concern with the sociological issues of territorial and social organization. It was at this point that serious dialogue with anthropologists commenced, as a result of which both scales of enquiry and research in-

terests began to coincide more closely. Such geographers as Brookfield⁶ and Hunter⁷ stimulated the swing to in-depth studies, with the objective of identifying *processes*, pursuing explanations more largely and proceeding from them to major theoretical advances.

Developments specific to each discipline have served to give a distinctive orientation to their respective ecological enquiries. Recent geographical research has been much influenced by economic geographic research oriented towards the interpretation of spatial variations in economic activity, city size and function, etc., in terms of various theories of location. Various principles were formulated concerning the distribution of activities around a central point, and in 1962, Chisholm sought to interpret rural settlement and land use in these terms, drawing on a wide range of cultural contexts. Treating variously farmstead, hamlet, and village as the point of origin for all inputs to the land each controls, and the point to which all produce of that land is brought, he convincingly demonstrated both gross and net product normally decline with distance from such a central place. Such principles were of obvious applicability within an ecosystem framework, to specific problems like settlement changes under shifting cultivation, and more generally, to provide means for integrating spatial variations in the manipulation of a given population's territory.⁸ Brookfield (1968b) and Brown and Brookfield (1967) have exhaustively pursued the implications of some of these principles for settlement patterns, territorial and social organization.

Quantification by geographers has, of course, occurred over a broader front, while still frequently directed to problems of ecological significance. In the case of subsistence agriculture, they, among others, have sought to provide accurate measures of land requirements, carrying capacities, and density of occupation indices. Such data are now being tentatively applied to the processes of agricultural intensification, and identification of "thresholds" precipitating changes or "successions."

Among ecological anthropologists a distinctive "ethno-ecological" school has emerged.⁹

Its proponents, mostly individuals who have had some linguistic training, seek to identify the cognitive world of their informants by means of the construction of folk taxonomies. They believe that a people's cognition of its milieu is a part of the mechanism giving rise to their actual manipulation of, or behaviour within, their ecological system. Thus, such taxonomies are considered to be a major source of, or key to, ethno-ecological information.

The ethno-ecological approach has recently been the subject of considerable criticism by Vayda and Rappaport (1968), concerning both the nature of taxonomies and taxonomic rules, and also the extent to which ethno-ecology can provide a comprehensive understanding of interrelationships within an ecosystem. Specifically, they point out that taxonomies are not necessarily based on behavioral characteristics, that any rules derived may only refer to verbal, and not to ecological, behavior, and that there are ecological processes and interrelationships affecting a population that lie outside of its cognised system. Whatever the validity of this criticism, there is widespread appreciation of the value of folk taxonomies as a valuable diagnostic aid in ecological enquiry. But whether ethnoscience is likely to be accepted as an exclusive approach is another matter. Conklin's (1965) initial statements about Hanunóo ethno-ecology, as well as his (1957) study of their agricultural system, indicates that exhaustive enquiry is asked for, as well as a high degree of competence in the language. Conklin is the major practitioner of ethno-ecology, and he has spent part of almost every year for the past fifteen years or so among the Hanunóo without completing his research. One is, in the circumstances, inevitably led to speculate as to whether the input warrants the results. But until the latter are more widely known, judgement must be suspended.

Eric Waddell teaches in the Department of Geography.

5. See, for example, Kates (1962), Lowenthal (1967) and Saarinen (1966).

6. See Brown and Brookfield (1959), Brookfield and Brown (1963), and Brookfield (1962, 1964b, and 1968b).

7. See Hunter (1961, 1963, and 1967).

8. See Brookfield (1968a) for an elaboration of these points.

9. Frake (1962) provides a programmatic statement of its nature and purpose.

EVOLUTION OF THE LAW

by H. MURPHY

Canada is probably the most fortunate of the Western democracies. But legally entrenching a Bill of Rights, at this point in our history, may not be the most effective way to guarantee anybody's basic interests.

Professor Noel Lyon, Faculty of Law (with Professor R. G. Atkey, University of Western Ontario) is using his recently awarded Canada Council grant of \$9,411 to explore this and other ideas on constitutional development in Canada.

"We're developing a book on constitutional law, for law students, whose focus is mainly on Canada now. Of course, it will have some historical perspective on the evolution of our law. But we felt that the study of Canadian law has been a predominantly backward-look-

ing one. That's not good enough today. We've reached a point of complexity where problems *must* be anticipated. We're trying to evolve a flexibility for the law—not just an interpretation of the law, but a broadening of the role lawyers play—which will allow this. If we'd had this flexibility, some of our present crises, like Quebec, cities, pollution, might not exist."

The question of establishing a Bill of Rights, for example, is academic, Professor Lyon pointed out, because the law as it stands already guarantees civil rights, or is quite capable of doing so if we really have the will to do so. A Bill would present more difficulties of interpretation than it would solve problems. The practices built around a given constitution or statute provide the effective guarantee, not

the simple declaration of the law. Professor Lyon's (and Professor Atkey's) job, as they see it, is to develop and foster a new intellectual approach, a new mental flexibility, to the law. "Collectively, lawyers have the constitution of this country in their hands. They dominate many key areas of government, they have exclusive access to judgeships, they are key advisors in major industries, they are heavily represented in legislatures. Also, only a small fraction of court cases instituted ever get to court; the manner in which they are settled, in or out of court, is up to lawyers as interpreters of the law. So *they* dispose of more cases than judges do. The state of the legal system today is a reflection of how lawyers have exercised their considerable power in the past. So the

law student must be educated to the impact he can have on the future development of Canada, or the constitution will go by default. We want to provide lawyers, by their education, with a broad capacity to participate in the constitutional future of Canada at all levels."

The book is aimed chiefly at law students, but also at economics and political science students who have more and more a part to play in constitutional development. It will consist mostly of cases and commentary on them, but also of extracts from various sources—statutes, royal commission reports, texts on constitutional law, Hansard—that can illustrate the process of public decision-making. The book is different from existing texts, not in content, but in organization and emphasis of the materials presented. The traditional ap-

proach is to consider only the legal doctrine involved. This is adequate, perhaps, for commercial or property law, but not for constitutional law. "We start from the basic premise that the constitution is only a device to protect the values of society. To treat it apart from the development of machinery for protecting human values detaches the law from the society it is intended to serve."

Asked about how his colleagues received his ideas, Professor Lyon said that "we've been running into strong resistance from many people who support the traditional view of the law, an arbitrary distinction that begs the question of what the law is about. We're not trying to 'phase out' the law, or bent on changing it. We're much more traditional than that. An evolution, not simply an interpretation, of the law is what we want to promote. The book

isn't intended to be a blueprint for trouble-shooting, but rather a framework within which approaches can be developed, approaches more likely to be conducive to adequate handling of constitutional problems than now exist. We propose no doctrine, no dogma, no absolutes—but a maximum of reasonableness, objectivity, and flexibility in confronting and dealing with public issues."

(Professor Lyon has been developing his ideas for some five years; Professor Atkey, for three. Both have been teaching these ideas without any definitive text. This gap they intend to close this fall, using Xeroxed material from their joint project. If accepted for publication, the book will probably appear in the fall of 1970.)

CHESS

by CAMILLE COUDARI

We have, in the first two steps of our research, discovered and established, by means of a logical process, a seemingly obvious basis for a theory of chess (but which chess players needed four centuries to consciously recognize)—the pre-eminence of the centre. Our next task will be to explore the implications of our theory. They are two: first, the strategical consequences, especially helpful for laying down rules of practical play; and second, the philosophical consequences, which will be of great interest in our understanding of the nature of chess, which is our final goal.

Since today's article deals with the first of these consequences, it will be of greater value to beginners rather than to those who already have some traditional theoretical background. However, there are a few new ideas which, I hope, may be some interest of them too.

Figure one

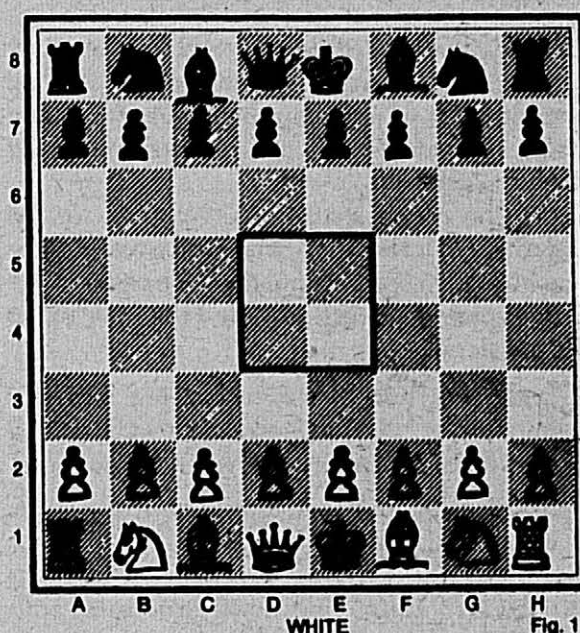
Let us take another look at the initial position. Two camps face each other. Between them lies the battlefield, focused on the magic squares. Their conqueror will win the game, for his pieces will be so powerful and ready to overwhelm the enemy on all sides . . . but now that we share the secret of the centre, we can see that chess is more than a blunt *mise à mort*. It is a subtle fight for squares and energy whose victor will rarely have the occasion to actually mate his opponent, for most often the latter concedes victory along with his positional defeat. We now are ready, at last, to state a first chess axiom:

"With everything equal elsewhere, the control of the centre is an assurance of victory."

There is nothing extraordinary in this statement. If we think of any other sport, we can see it confirmed. How, indeed, could a basketball, football, hockey team score if it could not pass through the centre? How could a bowler strike by not aiming at the centre? How could the tennis player win by not getting the ball over the net? The same applies to chess. How can one even think of mating the opponent before controlling the middle board?

The real problem is not actually *why* control the centre, which is self-evident, but *how* to do so. It is much more difficult to answer this.

We may recall that there are two great chess schools, the classical and the hypermodern. We have seen how they differed about the central pawns. Today, we will see how they differ about the means of seizing the centre, even



though we cannot elaborate very much on this subject.

All in all, the classical school, which appeared at the end of the last century, preached the rapid seizure of the centre by central pawn pushes and early and speedy development, i.e. sally, of the pieces. Control of the centre should be achieved by its actual *occupation*. As with most classical schools, it unfortunately degenerated into a dogmatic and rigid receipt which claimed to have mastered chess and reduced it to a mere mathematical exercise.

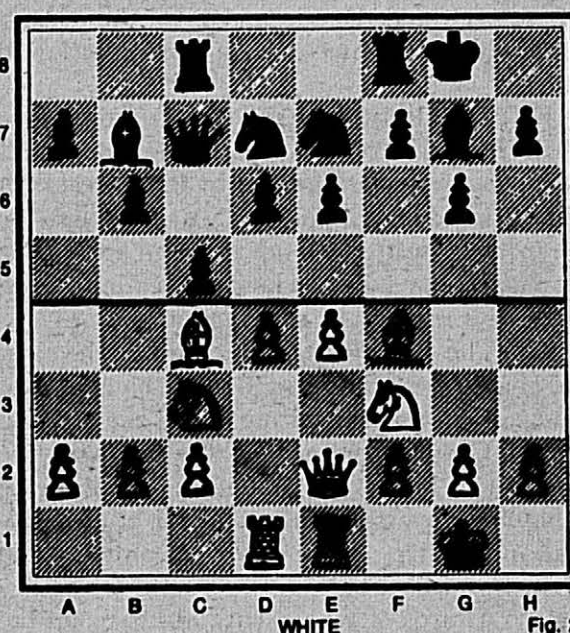
The hypermodern school (1920s) was, of course, in strong reaction to its classical predecessor's viewpoint. Its main discovery was the realization that a piece did not *attack* the square it occupied but, on the contrary, was itself quite vulnerable. Thus the classical attitude was erroneous: a classical centre was more subject to attack than anything else. The centre should be controlled from afar, and not by immediate occupation. The hypermodern theory is, so to speak, a guerrilla viewpoint.

Figure two

Figure 2 provides an example of ideal opening development of both these schools.

In my opinion, both these concepts are valid. I think one should choose one of them according to one's style and one's temperament, rather than by "ideological" preference. It is also very good to master both these styles of opening for the sake of psychological warfare.

However, I have a criticism to make. Chess educators have always been wont to teach classical theory to beginners, claiming that it is more basic, more logical than the other, and that one cannot fully appreciate the innovations of the new school without knowing the old one. This might be true in literature and



philosophy, but in chess it has the greatest disadvantage of imposing on many beginners a way of playing unsuited to their natural style. So I strongly advise beginners not to neglect hypermodern chess theory and practice.

In spite of these controversies, there are universal rules that both schools implicitly accept, the indispensable ground of all chess strategies:

The pre-eminence of the centre

The accelerated development of each and every piece towards the control of this centre

It is not necessary to go into further details. There is, of course, a lot more to opening theory, but what we have stated is universal and will be sufficient to study the nature of chess.

Next week we will deal, finally, with the last of our practical investigation. I will expose a personal opinion about the centre—a theory of epicentre. We shall analyze the balance of the three dimensions. After all this, we will have accomplished our first aim, the exposition of the organic laws of chess, and thus we will be ready to go into a further analysis of its nature, a far more abstract and difficult matter.

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Education Development/continued

toward making the experiment described in the application more effective and more useful. Where applicable, it is then the individual member's responsibility to discuss these matters directly with the Centre for Learning and Development.

(8) It is the responsibility of an individual member of the Board to provide the Centre for Learning and Development with any written comments which he feels should be appended to the written evaluation of an application prepared by the Centre, for consideration by the Grants Committee.

(9) Normally, an application and accompanying evaluation are to be reviewed by the Board as a whole, prior to their submission to the Grants Committee, only if it contains a written, dissenting opinion.

(10) All applications and accompanying evaluations are to be submitted by the Director of Educational Development to the Grants Committee for a decision on the allocation of funds.

(11) The decision of the Grants Committee shall be final. All enquiries concerning this decision are to be directed to the Director of Educational Development. In a case where the Grants Committee did not make an award, the applicant may submit a new application, which may be a revision of the original one.

(12) The Director of Educational Development shall transmit in writing to the applicant and to each member of the Board the decision of the Grants Committee, together with the date when funds will be released. In the case where an award was not made, a brief explanation for that decision will accompany the written notification.

(13) Awards of grants, with abstracts on the projects, will be submitted by the Centre for Learning and Development, for publication in the *Reporter*.

(14) A final report on the results of an experiment for which a grant was awarded shall be submitted by the grantee to the Director of

Educational Development, who will then provide each member of the Board with a copy.

Functions of the Educational Development Board

(1) The Board shall act to ensure: (a) that experiments in teaching and learning are initiated and stimulated at the University; (b) that these experiments take place in an orderly, effective way; (c) that the resources available for the experiments are coordinated, for their full and effective use.

The Director of Educational Development shall provide the administrative help and planning necessary to permit the Board, and its individual members and their organizations, to carry out their functions.

(2) The Board shall serve to keep its members informed on all educational experimentation being planned and executed by its members. Cooperative contributions to a project may then be assured from the other members, and coordination of overlapping projects should ensure more effective use of personnel and funds.

(3) The Board shall prepare a plan for the orderly modernization and improvement in teaching and learning at the University.

The plan shall include the following topics for consideration:

(a) Exploration of the means that may reasonably be used, to persuade teaching staff to evaluate their present teaching methods.

(b) Identification and evaluation of: (i) the incentives available to teaching staff for improving the learning process and environment; (ii) those University structures, both on a campus-wide level and at the departmental level, which either encourage or block effective learning methods.

(c) A study of the practicability of short-term sabbaticals for teaching staff who wish to improve their teaching in a particular course;

and a careful evaluation of the probable effectiveness of the help that the Instructional Communications Centre, the Centre for Learning and Development, and possibly the Computing Centre could guarantee teachers granted these sabbaticals; and a choice of an appropriate starting date, for recommendation to the University.

Extensive electronic facilities and professional advice on teaching and learning methods are being made available at a considerable cost to the University, in order that teaching staff may improve their effectiveness. It seems clear, then, that the teaching staff involved should be granted a reasonable amount of free time, so they can explore and adapt these facilities and this professional advice to some of their courses.

(d) The preparation of a project proposal on the experimental use of an electronic classroom, for submission to the General Electric Company (USA) with the request that they consider a donation of their equipment to the University. (The retail price is of the order of \$100,000.)

(e) The preparation and publication of a catalog that describes the kind of facilities and professional advice that the University presently offers to the teaching staff.

(f) The sponsorship of teaching and learning workshops, conferences and colloquia.

(4) The Board shall provide liaison between its member Organizations on the one hand, and the Senate Committee on Academic Policy and students on the other. The Board will be constituted as a Sub-Committee of the Senate Committee on Academic Policy.

The Director of Educational Development shall normally provide liaison between the members of the Board, and the Vice-Principal (Academic).

G.C.B. Cave

Director of Educational Development

AUDIO-VISUAL FOR REDPATH

by HARVEY MAYNE

A special non-book teaching area which will include 230 audio-visual carrels has been planned for the rehabilitated Redpath Library. This will be one of many results of a new emphasis by the University on non-book teaching materials.

To discuss the implications of this move, an ad hoc conference was convened last week by Vice-Principal S.B. Frost (Development and Planning). Thirty people from all sectors of the university attended the meeting.

Departments are beginning to collect a great deal of non-book material such as slides, film strips, video-tapes, and microfiche, and are avidly encouraging their use.

One immediate problem to be faced is the identification of the material. After this is done, a scheme for a central university catalogue will have to be set up to permit one department to borrow from another.

The meeting was also interested in the problem of storage—certain temperatures are required in a central university depository in order that material will not deteriorate.

The question of copyright, which Dr. Frost

called a "vexing problem," will be brought before the entire university community for discussion.

Should a professor who creates and builds up a series of tapes and slides for use in a course keep the copyright for these materials? What happens if this professor leaves McGill? Is the university deprived of the course material which he collected or does he leave it behind?

Dr. G.C.B. Cave, Chairman of the Senate Committee on Instructional Communications, at whose request the conference was called, said that his committee had consulted lawyers and has drawn up a draft agreement which it will circulate through the *Reporter* and present to Senate.

The agreement should also provide protection for lecturers in a university whose material may be irresponsibly plagiarized. "In a ready-grown market for teaching aids as exists now," said Dr. Frost, "to use certain film strips might be construed as plagiarism."

The Instructional Communications Centre, which is the working arm of the Committee on Communications, is always prepared to

make film strips for departments. "In the past," claims Vice-Principal Frost, "many teaching departments have not realized that such a service was available."

The Centre will be responsible for the installation of the 230 carrels mentioned above. When the non-book teaching area becomes fully operational, students will be able to hear a lecture they missed or want to re-hear by plugging a tape into one of the carrels.

Three specimen carrels are now on view on the second floor of the Old Chemistry Building.

Dr. Frost (as Chairman of the University Libraries Committee), and Dr. Cave have set up a joint sub-committee to devise a questionnaire for all departments, in an attempt to locate material, describe and catalogue it, and to provide central storage.

FEEDBACK

Caution to ELA

SIR—John Harris' thoughtful discussion of a policy for the English Literature Association is very welcome. Now that the students have achieved a considerable amount of power in the affairs of the Department, it is high time that they considered what they want to do with that power.

As a member of the staff of that Department, I have some sympathy for Mr. Harris' point of view, but I think that a word of caution should be offered before the ELA students rush ahead to implement some of his suggestions.

The hinge of his argument is our old friend, relevance. I should like to take issue with Mr. Harris' particular handling of that term. He makes an interesting but I think thoroughly untenable opposition between relevance and a "professional" attitude towards literary criticism. I don't believe we have, as a Department, taken a major step in rejecting "the mystique of professionalism"—whatever that may be—in admitting students to parity on policy committees. I believe that one of the Department's continuing tasks is the encouragement of a truly professional attitude towards the study of and the writing about English literature—and by that I mean a thorough knowledge of the methods and techniques of scholarship and criticism, and a sophisticated awareness of the complexities of that occupation. This, it seems to me, should be a strong part of our graduate training, and should form an element of the course in the undergraduate field too.

Objection might also be made to Mr. Harris' view of the relation between the creative and the critical in literature. He maintains that Canada particularly has need of cooperation between the critic and the artist. Fundamentally, artist and critic are in opposition, or should be. Any artist worth his salt would, I think, abhor sitting around while a critic advised him how he should write his next poem. For this reason I distrust creative writing courses. The artist's proper field is life, and the academy is not usually the best place in which to find it, although some writers have managed to combine the two.

Mr. Harris' main argument is, I take it, contained in his statement that we should take "a heartily practical view of the relevance of English Literature to Canada..." I must confess to feeling a little dismayed at this vision of our task. It conjures up for me the irrelevant but irresistible image of sweater-clad hearties and nifty cheer-leaders giving the old college yell for Beowulf and Virginia Woolf as they parade down Sherbrooke Street.

The point about relevance is—who is to define it and prescribe it for everyone? Who can tell where apparently obscure lines of thought and research might lead? In Mr. Harris' ideal department I see that it will "become impossible for an academic to remain uninformed and uncommitted, and to remain in the university." Uninformed about what? one might ask, and uncommitted to which? Can an academic not remain uninformed, say, about LSD, and yet still not have value as Canada's leading authority on Chaucer? Can one not remain uncommitted to Canada (perhaps as a citizen of India), and still be committed to his work in the classroom? We need definitions, Mr. Harris.

Woe be to the department, or the university, that attempts to prescribe what must be taught

or researched, for there you have an end to individualism and real academic freedom. That which is truly relevant is that which the individual best knows and best can teach, and thus make live, so far as it is in his gift to do so, for his students.

So I distrust Mr. Harris' talk of "nationalization" of the Department, just as much as I distrust plans to restrict Canadian universities from hiring people from wherever they please, even the United States. Mr. Harris' view of the orientation of the Department up to now is "an indescribable mixture of the goals of professionalism on one side, and the goals of various aesthetic and teaching creeds that successively captured the imaginations of faculty members on the other." This looks good to me in comparison with what Mr. Harris would have us be. By a mixture of chance and choice, the McGill English Department is a mixed bag of people who range all the way from bluestory to pinkest radical, from the newest of new critics to the oldest of historical scholars, from students of philology to communications theory men, and so on. This, I submit, is a pretty healthy state of affairs, and a reasonable image of the pluralist society in which we happen to live.

Now it is to be hoped that the students and faculty on the various policy committees as they meet this year can begin to hammer out a policy about what goals the Department should pursue, and what kind of priorities we should set up to achieve those goals. But firstly we must continue to attract the best kind of applicant for positions here, and offer them the kind of free and stimulating atmosphere in which good minds can best function. All follows from that, for in such conditions you will find the most creative thought and interaction between students and teachers. Equally important, the committees must continue to work out ways in which the numbers game can be licked, so that we can reduce classes to manageable and humane size. Without this development, all programmatic attempts to find "relevance" will be meaningless. What is relevant, in the last analysis, is that which can be understood, discussed, analysed, and written about by small groups of students and teachers, seeking in a common endeavour the meaning of and the truth about literature—or about any of the other fields of learning for that matter.

Sincerely yours,
Peter Buitenhuis
Professor of English

Affleck on Concordia

SIR—I have recently read with interest the article by Professor David Williams on the Milton-Park Committee, and the proposed Cité Concordia project.

I found the article to be a thorough description of a complex situation but wish to make one comment in relation to the statement made by Professor Williams concerning my decision to withdraw from a professional role in the project.

I do have a very great concern for the social and moral issues raised by this project, and agree with Professor Williams that the Milton-Park Committee helped clarify my thinking in regard to these aspects of the situation. I would, however, like to say that as far as I was concerned, Concordia Estates was at no time involved in a deliberate "misrepresentation of reality" in their relationship with me.

Yours truly,
Ray Affleck

Support PSA Strike

SIR—We are still accepting contributions for The Simon Fraser University PSA Strike Support Committee. Anyone wishing to contribute may leave his donation with the porter, Arts Building, for Mr. Joseph Magnet or in my office, Basement "B" Arts Building.

Joseph Magnet

English Literature Association

SIR—The article by John Harris in the *McGill Reporter* of October 2 gave the impression to some readers that it reflected the policies of the English Literature Association. In fact, the Association has no policy on national commitment whether to Canada or to the more immediate national group in Quebec.

We hope that students with ideas to contribute to the Department on this or other subjects will make their views known in the press and at public forums.

Yours very truly,
Aaron Rynd
for the English Literature
Association

Dejeuners Français Hebdomadaires

MONSIEUR—Les personnes qui ont profité pendant les dernières années des cours offerts au personnel de l'Université McGill aux niveaux intermédiaire ou avancé risquent d'en perdre le bénéfice, du moins partiellement, par manque de pratique suivie de la langue parlée.

Pour leur venir en aide dans la mesure de nos moyens, nous nous proposons de reprendre les déjeuners hebdomadaires au "Faculty Club" (3450 rue McTavish), à une ou plusieurs tables réservées, où l'on ne parlera que le français en présence d'un ou de plusieurs de nos instructeurs. Mais comme le "Faculty Club" est débordé aux heures de repas, nous regrettons que seuls ses membres et leurs invités éventuels puissent être admis pour le moment à ces déjeuners français.

Jusqu'à nouvel ordre les dits déjeuners auront lieu, s'il y a suffisamment d'inscriptions, tous les lundis à midi et demie, à partir du lundi 20 octobre 1969.

Vos places pourront être réservées à condition que j'en reçoive la demande par lettre ou par téléphone à l'adresse figurant à l'entête, au plus tard le vendredi précédant la date du déjeuner. A titre de membre du "Faculty Club" chacun paye comme d'habitude le prix de son repas et celui de ses invités éventuels.

Veuillez profiter de cette opportunité de pratiquer la conversation française.

T. Romer
Secrétaire honoraire
du Club Francophone de McGill

Lost

Diamond engagement ring, marked - A.M. to M.A. 13/11/45, on Convocation Day in Currie Gym or Redpath Hall. Contact A.C. McColl, 392-8015.

COMING EVENTS

FRIDAY 17 TO FRIDAY 24

Send notices of coming events, photographs, illustrations, etc., to M. Cowen, Information Office, Administration Building, Room 633, McGill (392-5301, -5306). Deadline: Friday noon, a week before the issue in which the notice is to appear.

FRIDAY—17

CENTRE DU THEATRE D'AUJOURD'HUI presents ROSENCRANTZ ET GUILDENSTERN SONT MORTS de Tom Stoppard. Until November 16. 1297 Pineau, tel. 523-1211.

CINEMATHEQUE CANADIENNE presents FANTASTIC CINEMA X: FORBIDDEN PLANET, directed by Fred McLeod Wilcox (USA 1956), starring Walter Pidgeon. 7:30 p.m. At 9:30 p.m., LE JOUR SE LEVE, de Marcel Carné (France 1939), avec Jean Gabin. Bibliothèque Nationale du Québec, 1700 St-Denis, entrée sud, tel. 844-8734.

INTERNATIONAL MEETING ON AFRICAN STUDIES: Film Festival, showings 9:00 - 12:00 noon (Duluth Room); 12:00 - 2:00 p.m. (Duluth and Joliet Rooms); 2:00 - 4:30 p.m. (Duluth Room); 4:30 - 8:00 p.m. (Duluth Room); 8:00 - 11:00 p.m. (Duluth Room). Queen Elizabeth Hotel.

MONTREAL MUSEUM OF FINE ARTS presents NEW ACQUISITIONS to November 16. Closed Monday; open Tuesday through Saturday, inclusively 10:00 a.m. to 4:45 p.m.; Sunday, 2:00 p.m. to 4:45 p.m., 1379 Sherbrooke Street West.

FRIDAY NIGHT CINEMA, showing AIR FORCE director Howard Hawks (USA 1943), with John Garfield. 6:30 and 9:00 p.m., Leacock Auditorium (L-132).

SGWU Poetry Readings: JEROME ROTHENBERG, one of the strong New York voices of the New American poetry; reading at 9:00 p.m., Room 651, Hall Building. Admission free.

SAIDYE BRONFMAN CENTRE OF THE YMYWHA: Contemporary Theatre presents LITTLE MALCOLM AND HIS STRUGGLE AGAINST THE EUNUCHS by David Halliwell, through to Nov. 8, 5170 Cote St. Catherine Road, tel. 737-6551.

SEMINAIRE DE LINGUISTIQUE DE MONTREAL: Madame Blanche-Benveniste parlera de: Etudes de linguistique française à l'Université d'Aix-en-Provence, 15h30. dans la salle S-429, immeuble principal de l'Université de Montréal.

SATURDAY—18

INTERNATIONAL 35: McGill Film Society showing TALES OF MYSTERY AND IMAGINATION, directors R. Vadim, L. Malle, F. Fellini (France-Italy 1968). "Three great directors doing their respective things with stories by the master of horror, Edgar Allan Poe." With Brigitte Bardot, Jane Fonda, etc., 6:00 p.m.; 8:15 p.m.; 10:30 p.m. in PSCA.

MONTREAL MUSEUM OF FINE ARTS presents FILMS ON ART, showing CHINESE PAINTING THROUGH THE AGES (English); 2:30 p.m., Lecture Hall. Admission free.

THE CANADIAN UNIVERSITY THEATRE ASSOCIATION CONFERENCE: Oct. 18 at 8:30 a.m., Academic Panel; 2:30 p.m., Artistic Panel; 7:00 p.m., Banquet. Speaker: Adam Tarn of the Contemporary Theatre in Warsaw from 1960 to 1968,

and founding editor of the magazine "Dialog," now teaching at the University of Calgary. Oct. 19 at 9:00 a.m., the panel will discuss French Canadian theatre; Chairman, Reginald Hamel, University of Montreal. Seaway Hotel.

SUNDAY—19

MONTREAL MUSEUM OF FINE ARTS presents FILMS ON ART, showing L'ART VIVANT (français, sur les arts japonais), 3:00 p.m., Lecture Hall. Admission free.

AUDUBON WILDLIFE FILMS presented by Redpath Museum, McGill University and the Canadian Audubon Society. THE UNTAMED OLYMPICS (Walter H. Berlet), 8:15 p.m., Stephen Leacock Building (Room 132).



MONDAY—20

LECTURES IN MICROBIOLOGY, Department of Microbiology, Topic: BIOLOGICAL CONTROL MECHANISMS. Lecturer: Dr. B.D. Sanwall, Professor in the Department of Cell Biology in the Faculty of Medicine, University of Toronto. Lecture I, October 20 at 4:30 p.m.; Lectures II and III, October 21, 4:30 p.m. and 7:30 p.m.; Lecture IV, October 22 at 4:30 p.m. Room B-216, Biology Building, Macdonald College. Senior undergraduate students and friends of the Department are invited to attend. MCGILL CHAMBER ORCHESTRA: Conductor, Alexander Brott. French Music: Yaela Hertz, Morry Kernerman—violins. Théâtre Port-Royal, Place des Arts, tel. 842-2112.



← JANE FONDA
↑ BRIGITTE BARDOT
→ TERENCE STAMP

In "Tales of Mystery and Imagination," a three-in-one film, directed respectively by Vadim, Malle, Fellini. McGill Film Society International 35 showing, Saturday, 18 October, PSCA, at 6:00, 8:15, and 10:30 p.m.

MCGILL FACULTY SEMINAR ON HUMAN ECOLOGY: Subject, THE EVOLUTION OF HORTICULTURAL SYSTEMS IN MELANESIA. Professor E. Waddell, Department of Geography, McGill. 4:00 p.m. in Leacock 738.

MCLENNAN LIBRARY Slide Show presents GIVE BOOKS A CHANCE! Oct. 20, 22, and 24 at 12:00 noon; Oct. 21, 23 at 11:00 and 1:00 p.m., Leacock 132.

SANDWICH THEATRE: McGill Players performing MISS JULIE by Strindberg, Union Theatre at 1:00 p.m. Admission free.

THE CENTRE FOR DEVELOPING AREA STUDIES announces THE KEITH CALLARD PUBLIC LECTURES by Dr. Ali Mazrui, Department of Political Science, Makerere University College, Uganda. Lecture III. SOCIALIST CRITERIA OF EDUCATIONAL RELEVANCE, 4:00 p.m., Leacock 219.

TUESDAY—21

LECTURE by the well-known historian, Robert Mandrou, directeur de recherches à l'école pratique des hautes études à Paris and Visiting Professor of History at Université Laval in 1969, Theme: "Sociétés et mentalités en France et en Nouvelle-France au XVII^e siècle." All interested persons are invited to attend, 8:00 p.m., Council Room, Leacock Building.

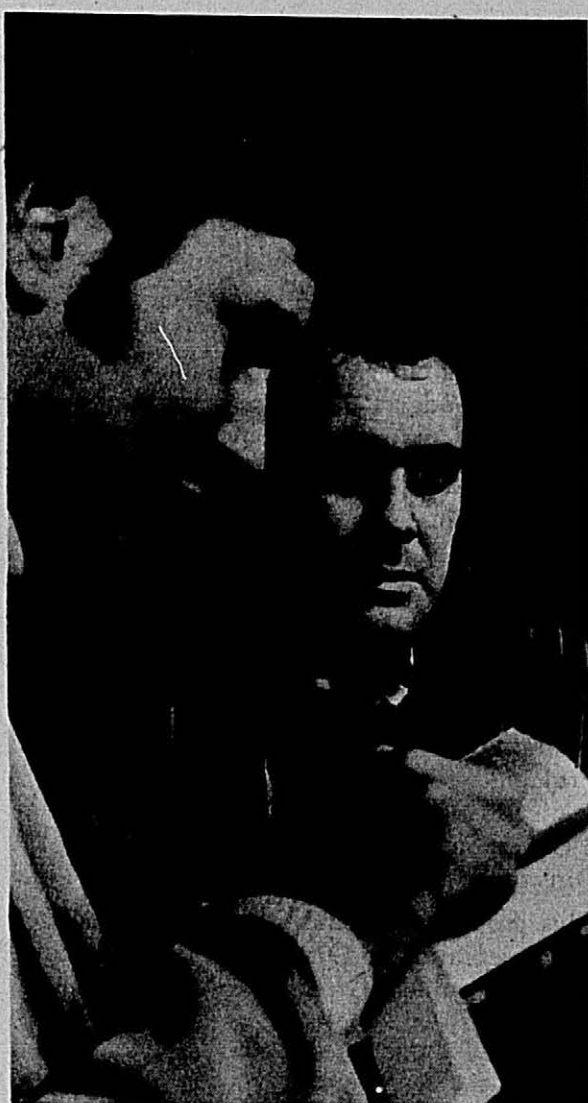
MONTREAL MUSEUM OF FINE ARTS displaying GECIN DRAWINGS dealing with Les Fables de La Fontaine, Oct. 21 to Nov. 16. Closed Monday; open Tuesday, Thursday, Friday, and Saturday from 10:00 a.m. to 4:45 p.m.; Wednesday from 10:00 a.m. to 9:45 p.m.; Sunday 2:00 to 4:45 p.m.

MONTREAL SYMPHONY ORCHESTRA: Franz-Paul Decker—music director. Vivaldi, Bartok, and Brahms. Soloists: Harvey Seigel, Namiko Umezū, and Gerald Sergent. 8:30 p.m., Place des Arts, Salle Wilfrid Pelletier.

THE ST. JAMES LITERARY SOCIETY: Lecture on RECENT DEVELOPMENT IN ART, Professor A. Pinsky, Chairman of the Department of Fine Arts, SGWU. 8:15 p.m., Windsor Hotel.

WEDNESDAY—22

BIOCHEMISTRY DEPARTMENT SEMINAR: Topic, NUCLEAR MAGNETIC RESONANCE STUDIES OF THE CONFORMATIONS OF BIOLOGICAL MOLECULES—PSEUDOURIDINE AND URIDINE. Speaker: Dr. Ian C.P. Smith, Biochemistry Laboratory, National Research Council of Canada, Ottawa; 4:00 p.m., Demonstration Theatre, Room 903, McIntyre Medical Sciences Building. Tea will be served at 3:30 p.m. in Room 924, McIntyre Building.



David Schurmann (left) and Ken James in *Instant Theatre's* "The Window," by Frank Marcus, directed by Elsa Bolam. October 17 (today) at 12:15 and 1:15 p.m., 1 Place Ville Marie, tel. 878-2589.

CINEMATHEQUE CANADIENNE presents FANTASTIC CINEMA XI: VILLAGE OF THE DAMNED, directed by Wolf Rilla (GB 1969), with George Sanders, showing at 7:30 p.m. At 9:30 p.m., CINEMA CANADIENNE: Chansonniers et Cinema II; SWING LA BASQUAISE de Jean-Pierre Masse, 1969 (production ONF), avec les Jérolas. Directed by Gilles Carle, Onyx Films 1967. Bibliothèque National du Québec, 1700 St-Denis, entrée sud, tel. 844-8734.

HISTORIOGRAPHY COURSE: Mr. D. West, HISTORIAN AND HIS BIBLIOGRAPHICAL PROBLEMS, 7:00 - 8:00 p.m., Leacock 15.

LOYOLA Wednesday Silent Film Series, showing THE GENERAL (USA 1926), by Buster Keaton, plus comic shorts; 8:30 p.m., Smith Auditorium.

MONTREAL MUSEUM OF FINE ARTS presents FILMS ON ART. Showing ART OF ANCIENT PERU (English), Oct. 22 at 12:30 p.m.; Oct. 25 at 2:30 p.m.; Oct. 26 at 3:00 p.m.; Oct. 29 at 12:30 p.m., Lecture Hall. Admission free.

MONTREAL MUSEUM OF FINE ARTS: Cinemuse Series, Theme: Man, the Simple Spirit. Films: GYPSY LOVE, ROLLER SKATER, WAY OF LIFE (Charlie Chaplin, USA, 1916, 1917), silent. 8:00 p.m. Lecture Hall.

THE CENTRE FOR DEVELOPING AREA STUDIES announces THE KEITH CALLARD PUBLIC LECTURES by Dr. Ali Mazrui, Department of Political Science, Makerere University College, Uganda. Lecture IV: POLITICAL DEVELOPMENT AND THE ROLE OF THE UNIVERSITY IN EAST AFRICA, 8:00 p.m., Leacock Council Room (820).

THURSDAY—23

CINEMATHEQUE CANADIENNE showing BLOKO de Ado Kyrouté (Grèce, 1966), avec Maria Xenia, Alexandre Ladico. Bibliothèque Nationale du Québec, 1700 St-Denis, entrée sud, tel. 844-8734.

MONTREAL MUSEUM OF FINE ART: Cinemuse French Films, theme: Man and the Fantastic. Showing LE CABINET DES FIGURES DE CIRE. Paul Leni (Germany 1924), silent. 8:00 p.m., Lecture Hall.

FRIDAY—24

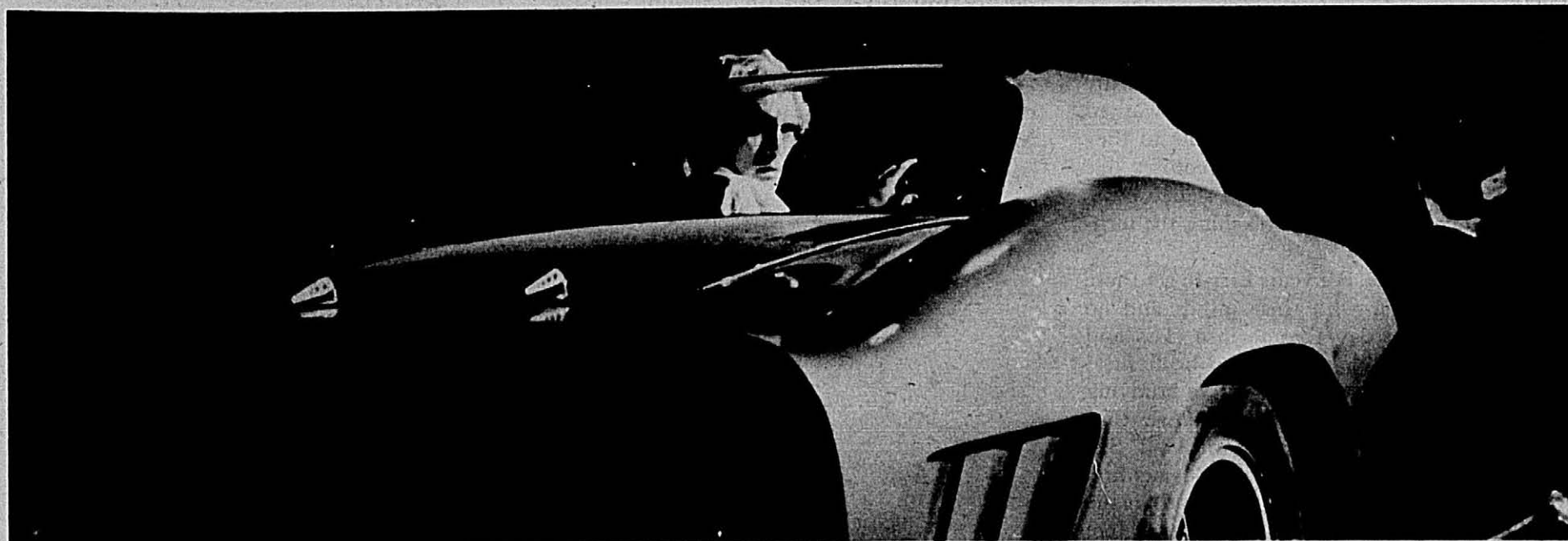
CINEMATHEQUE CANADIENNE presents FANTASTIC CINEMA XII: IKARIE XB I, directed by Jindrick Polak (Tchécoslovaquie, 1962), avec Zdenek Stepanek, Frantisek Smolik, at 7:30 p.m. Also, at 9:30 p.m., LA MARSEILLAISE, directed by Jean Renoir (France, 1936), avec Pierre Renoir, Jouvett. Bibliothèque Nationale du Québec, 1700 St-Denis, entrée sud, tel. 844-8734.

FACULTY RETREAT commences today. Theme: MEDICARE AND MCGILL, 4:30 p.m. to 8:30 p.m. Continuing Oct. 25 at 9:00 a.m. through until 4:00 p.m. Mont Gabriel Lodge, Mont Gabriel, P.Q. Info., 392-4858.

FRIDAY NIGHT CINEMA: McGill Film Society presents THE NAKED NIGHT, directed by Ingmar Bergman (Sweden 1953). "A film set in the sawdust and tinsel world of the circus." 6:30 and 9:00 p.m., Leacock Auditorium (L-132).

SIGMA XI Lectures 1969-70: Dr. Donald Wilson on the CONTROL OF ANIMAL BEHAVIOUR (National Lecturer), 8:00 p.m., Physics Auditorium.

THE TUDOR SINGERS OF MONTREAL: First concert. Stravinsky, Berger, and chansons and madrigals. Founder-Director, Wayne Riddell. 8:45 p.m., Plateau Hall, 2710 Calixa-Lavallée.



Planning Officer and the Schedule Designer to form the nucleus of a University Space and Schedules Office.

Academic Planning

A joint Sub-Committee of the Academic Policy Committee and Senate Development Committee will be created. The Academic Policy Committee will refer to the Sub-Committee all proposals for new academic programs and structures. The Sub-Committee will be responsible for assessing direct and indirect costs, for relating the proposals to existing academic structures and for proposing a priority for the new proposals. At the same time, the Sub-Committee will be responsible for developing new planning procedures, based on the report of the Joint Committee on Academic Planning.

Budgeting

At a Dean's Meeting in 1968 it was agreed to reorganize the budgeting process through three budget groups. With slight modifications to cover the new division of responsibilities among Vice-Principals, the schedule was:

GROUP A: Academic Budgets*

V/P (Academic)
V/P (Prof. Affairs)
Director of Finance
Director of University Planning
Academic Budget Planning Officer (Executive Secretary)
Deans, singly or in groups

This group will receive from the Academic Budget Planning Officer an analysis of the academic budgets* for the purpose of adjusting budgets to conform with emerging priorities.

GROUP B: Non-Academic Budgets

V/P (Admin)
Director of Finance

This group will review non-academic budgets with the Vice-Principals concerned for same purposes as above.

GROUP C:

Chancellor
Principal
4 Vice-Principals
2 Governors
Director of Finance

This group will create a preliminary budget for presentation to Quebec. Once grants have been determined, Group C will meet again to

decide upon the gross allocation of funds to academic and non-academic budgets. Subsequently Groups A and B will determine the internal distribution of the sums allotted to them.

Note on Budget Timetable

Consider for example the 1971-72 budget:

1970 Jan, Feb, Mar: Groups A and B meet to relate planning priorities to the budget
Apr: Salary decisions for 71-72 made; Department Budgets sheets distributed
May: Departments preparing budgets
June 15: Budgets returned from Departments
June, July, August: Budget Analysis and meetings of Groups A and B
Sept 1-Oct 31: Total budget assembled by Dir of Finance; Group C examines
Nov 1: Budget ready for submission to Quebec
1971 March: Budget returned from Quebec
Group C determines gross allocations; then Groups A and B allocate.

* Academic Budgets:

Academic Departments; Institutes, Centres, Schools, etc; Faculties; Museums; Libraries; Instructional Communications; Computing Centre; Centre for Continuing Education.

MOTHER WOULDN'T APPROVE

part the first

by STEVEN FREYGOOD

"A music school," said my friend Himo Manjaristys, "should be a brothel and a church." For some minutes we sat in silence while I absorbed this curious idea and Himo thoughtfully stroked his goat. (The goat's name is Blanche and she travels everywhere with him.) "When I first came to this country from my native Finland I was naturally very enthusiastic and so found a job at a music school. At first my time was taken up teaching, imparting great knowledge to numbers of young people. Then the established members of the staff showed me the true purpose of my being there, namely to think up new and amusing ways to invent a bigger and better music school. Such disillusionment! Still, philosophy is a wonderful tool to have at one's command. It came to me in a most brilliant flash. The purpose of a music school was to employ me, Himo Manjaristys the composer."

"I gather you are no longer teaching at a school."

"You have heard my idea about the study of music. If any of my students told his mother what music was all about she would hardly approve. Naturally the administration wanted this to look as respectable as possible so they laid everything out in neat little courses like accounting or engineering. What a mixup!"

"But don't you believe in teaching the technique of music?"

"Technique. Sure. For years I try to get those lumpheads to hear with their minds and no results. Then one day I come into class and their ears I paint green. It worked brilliantly!"

All the time they think they are studying for their damned degree. Nothing changes this. I talked in the class about sex and God. Sex I could talk about, but God? When I mention His name they look uncomfortable and giggle. They are all communists and atheists. (Here

he spat at the picture of Stalin which he keeps with him to stomp on when he is angry.) Those students care for nothing but themselves and their nervous breakdowns. Dead they could probably be but sometimes I heard them copulating in the practice rooms and that gave me hope for the future.

I try to teach them counterpoint and they ask 'What for? What's it good for?' It isn't good for anything. It is good because it is beautiful and might possibly move one of those lumpheads to an insight."

"Don't you think you are trying to build an ivory tower?"

"Sure. I remember a girl at one of those discotheque clubs who lay down next to the electric bass because that was the only way she could get an orgasm. The civil and military police use high intensity sound vibrations for crowd control and brainwashing. These are useful things, perhaps, but counterpoint, while not as vital, is good for the tranquility of the soul. If only music schools didn't make it all sound so respectable."

(Next week I will present the edited transcript of a tutorial in ear training given by Himo Manjaristys using the technique he calls Musical Encounter.)



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EDITORIAL POLICY

The McGill Reporter has no editorial prejudice. It is open to contributions from anyone on any subject, and is responsible for presenting, concurrently or serially, a balance between points of view.

DEADLINES

Friday before the issue in which the item is to appear. FEEDBACK deadline is Monday.



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